JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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1959 - 60

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PHYSICAL EDUCATION AND THE OLYMPIC GAMES

By JOHN H. PASSMORE, Chairman of Publications

The Olympic torch — that burned so brightly high above "Stadio Olimpico" in Rome during the 17th Olympic Games — had barely been extinguished before the critics and cynics were in full cry.

"Why did our Canadian athletes perform so poorly in international competition?"

In their search for a suitable scapegoat, some Olympic officials and editorial writers pointed their accusing fingers at our school Physical Education programs.

It is not our intention to attempt to list all the reasons why *we* think Canadian athletes failed to win more Olympic medals. A number of factors such as climate and our geographic location are self-evident. The influence of professional sport on our young athletes and the trend toward that disease J. B. Nash called "Spectatoritis" are also well-known.

But surely one factor that supersedes everything else is *public apathy.* For example:

—the lack of private and public financial support of our representative teams;
—the lack of spectator interest in almost all amateur athletic competition in Canada;
—the almost complete lack of amateur athletic clubs beyond the school and university level (particularly in track and field, the real glamour sport of the Olympic Games).

Our lack of interest can be best illustrated by comparing ourselves with another Commonwealth country—while a handful of Canadians attended the games, an estimated 40,000 Australians were in Rome. While Canada sent a small number of athletes Australia was fully represented in almost every kind of Olympic competition.

If the critics had carefully reviewed our athletic accomplishments since the modern Olympic Games were revived in Greece in 1896, they would have to acknowledge that Canada, as a nation, has never done particularly well in Olympic competition.

It is true, of course, that we have frequently had an outstanding performer in track and field and other individual sports, as well as in team competitions such as hockey and rowing. But while the standards of competition have risen considerably in recent years, and many of the smaller nations have improved tremendously, we appear to be slipping further and further back.

If a successful international athletic record is important and desirable, then this is a matter for serious concern; and, as Canadian citizens, we must all bear some responsibility for the apathetic attitude.

But are the critics right? Does our disappointing record in international competition accurately reflect Physical Education in Canada? Are we really a nation of weaklings?

In spite of our shortcomings (and we must acknowledge that there are still many weak spots) I believe it can be demonstrated that a better secondary school program of Physical Education is being conducted in Canada than in many countries with a much better Olympic record.

But let us remember that fewer than 10 per cent of all students finish high school in Canada; and less than 5 per cent graduate from university. What happens to those hundreds of excellent athletes after they drop out along the way? It may be that one of our greatest failures as Physical Education teachers is our inability to inspire our young athletes to continue with an active competitive career after they have left school.

Let us acknowledge that sport—that is, the teaching of athletic skills—the organization of intramural programs — and the coaching of school teams—is all part of a broad Physical Education program.

But if Physical Education is to be an integral part of the total educational program, it must first provide for the interests and needs of all pupils in the school.

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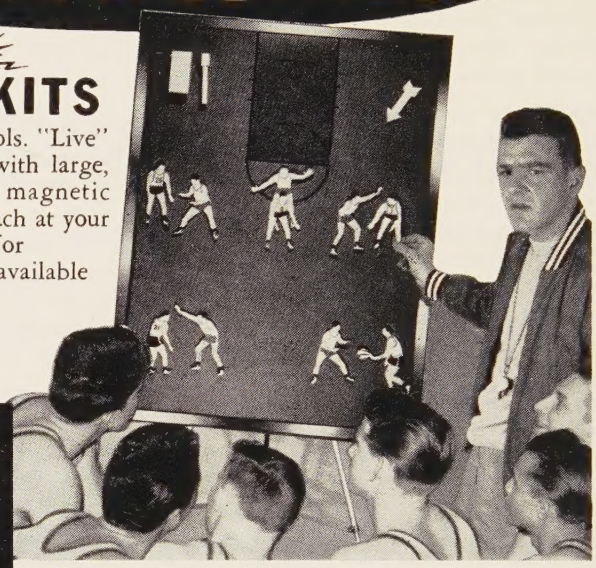

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We must challenge the gifted child both academically and athletically. But if we neglect the average student, as well as the slow learner both mentally and physically, then we are ignoring one of our greatest responsibilities as teachers. Just as physical fitness is not synonymous with total fitness, neither is athletic achievement at a national level necessarily synonymous with a sound and effective Physical Education program. It is no more the responsibility of the Physical Education teacher to develop outstanding athletes than it is for the music department to produce world-famous musicians, and the mathematics department to produce more Einsteins.

Let us strongly support any movement that will improve the total fitness of our Canadian people; and let us remember that the Physical Education teacher is often the best qualified person in his community to offer leadership and guidance in this area. Let us actively co-operate with all organizations dedicated to the improvement of amateur athletics; and remind ourselves that because of our interest and professional training we can all contribute a great deal more toward the improvement of sport outside the school than we have in the past.

The aura of nationalism that pervades the Olympic Games is merely a reflection of our highly competitive world. Wouldn't it be a wonderful thing for humanity if all our political differences and national ambitions could be resolved on the playing field. Because, in spite of all the petty problems that are always associated with international competitions, where else can men of every political faith, colour and creed meet in friendly competition, strive for superiority, and yet adhere closely to the rules of the game?

And—in fairness to all Canadian athletes who have always represented their country to the best of their ability—let us remember De Coubertin's memorable statement:

> "The important thing in life is not the triumph but the struggle—the essential thing is not to have conquered but to have fought well!"

COVER: *At the Mill of Kintail on Saturday afternoon, 3rd September, 1960, Anne Heggtveit, Canada's gold medal winner at the Winter Olympics, was honoured by the Canadian Association for Health, Physical Education and Recreation for her outstanding courage and sportsmanship.*

Gordon A. Wright, who is the Director of Physical Education and Health, Province of Ontario, President of the Association, presented her with a bronze replica of "The Brothers of the Wind"—one of the many inspiring works of athletic sculpture by Tait McKenzie, the great Canadian surgeon, physical educator and sculptor, who had made the old stone Mill of Kintail into his summer home and studio.

THE PRESIDENT'S PAGE

By GORDON A. WRIGHT

Director, Physical Education Branch,

Department of Education, Ontario

The increased activity and the interest in the field of Fitness, International Competition and the Health of Jane and Johnny, by a number of national organizations in Canada must provide some concern for the members of this professional association.

Perhaps we should "run up the periscope" and see where we are. To some this operation will reveal less water and more sky. To some it will mean surfacing and relying on the scientific knowledge of navigation — "a shot on the sun or a star", a few calculations, and then proceeding to make adjustments to get back on course.

Do we have a sextant to reassure us of our course? With reference to exercise and fitness, S. C. Staley, in a foreword to a collection of papers presented at a colloquium on exercise and fitness, said "Attention is now called to the fact that all of these programs are promoted and conducted on assumptions that physical activity can and does make significant contributions to physical fitness. . . . As it happens, however, the amount of published scientific research and scholarly findings dealing with the subject is limited and, in consequence, the amount of solid evidence supporting these assumptions is limited. The net result is that most, if not all, existing physical fitness programs are seriously handicapped because of lack of adequately firm foundations."

To chart a course leading to fitness one must have a background knowledge of the fields of medicine, physiology, nutrition, health, psychology, physical education and recreation.

To keep on the charted course it is essential that members of our Association keep in touch with developments in other professional fields. I am sure the Editor of this Journal will attempt to direct your energies to sources of information that will be of help to you.

Many national organizations—to quote a few, The Canadian Medical Association, the Canadian Sports Advisory Council, Parks and Recreation of Canada, and participating agencies, are currently studying fitness. As a member of a national organization, you are expected to give local, provincial and national leadership. Your executive has made some significant strides in meeting with other national organizations.

In the field of Recreation, a study shows that 75% of all recreation in Canada is of a physical nature. Your work must have contributed to this situation. It is further evident that the physical educator will play a role of increasing importance in the field of physical recreation for children, youth and adults. Leadership, to be effective, must come from the participant who is humble enough to seek information from other professional disciplines.

It is hoped that your branch reports will reveal branch discussions and seminars involving local provincial or national representatives from a variety of disciplines. Perhaps meetings of our members or branches should use the caption displayed at leadership meetings held in the Kellogg Centre, Lansing, Michigan, which read "Self-Improvement through Self-Study".

G. A. Wright
President

SPORTS—A WAY OF LIFE

By ANNE HEGGTVEIT

Sport is a way of life. At least it is in most countries but can we honestly say it is in ours? In my opinion, building a healthy mind and a healthy body are two activities which cannot or should not be separated. Perhaps we should call them one activity, building a healthy personality.

What is happening to the majority of our young people today? There is not nearly enough interest directed towards participating sports. Towards the spectator sports? Yes. We really can't blame the youngsters and teenagers entirely as they follow the example set by grown-ups. And what sort of example are our present-day adults setting? Certainly not one of physical activity. This lack of family participation in sports is one major cause of our lagging interest. When I think of it, most of my friends who take part actively in sports were originally started off by their parents. Certainly without my parents behind me, helping and encouraging me throughout my career, I could never have gone very far in skiing. In fact, I may never have begun in the first place.

Something which might encourage many youngsters beginning a sport or even those who have not yet begun, would be a new attitude from our sports writers, and sports commentators. If they are interested in promoting Canadian sports why don't they try some simple psychology. Let's put the individualistic sports first in the news cast and first on the sports pages, rather than over-playing the spectator sports. Believe me, I've nothing against team sports except they don't accommodate enough athletes and don't teach us to lose alone, which is very important in this life. But to win in any sport one must learn how to lose, to win and to work side by side with others. I don't mean that our writers should be easy on our athletes, just give them some space and time. Be hard on them! It's better than ignoring them.

This past summer was my first time away from Canada at this time of year and I saw that the Europeans enjoy their summer sports as well as their winter ones. Perhaps this interest is stimulated in their schools which have an extremely intensive course in physical education. Yet at the same time their academic schooling is more thorough and more difficult than ours. Oddly enough the two go hand in hand. The gym of one Norwegian junior high school I visited had every imaginable piece of apparatus, and this was for the girls' use as well as the boys. Most girls, on graduating from senior high, want to enter the 'Gymnasium' to take up 'Phys. Ed.' as a profession. There they are weeded out almost like our universities weed out our medical students. Those who

succeed are greatly admired, as they deserve to be.

To enjoy a sport does not mean you must be of international calibre. Some of us may never have any desire to enter into even the smallest local competition or tournament. The main thing is that we have fun and we get a feeling of physical well-being from participating in the sport. If the family can have fun together, wonderful. For those who have a keen competitive spirit and are willing to sacrifice some things which in the long run are not too important, I can only say that perhaps an Olympic medal is not as far out of reach as they might think.

We have a long way to go and many difficulties to overcome before most of our sports are up to international standards. However, if we were each to play a small part either in encouraging our young people, or better still, participating with them, it would be a major step forward in our struggle for recognition in world sports and a major step forward in bettering the health of our nation.

* * *

M.A.P.E.R. CONFERENCE

November 18 - 19

The Maritime Association for Physical Education and Recreation, the Atlantic area branch of C.A.H.P.E.R., will hold its twelfth annual conference in Saint John, N.B., on Friday and Saturday, November 18 and 19.

This year's conference, under the co-chairmanship of Don Hills, General Secretary of the Saint John Y.M.C.A., and Bob Brodie, Supervisor of Physical Education for the Saint John City Schools, will be held in the new Y.M.C.A. building, and will feature sessions on competitive athletics and physical and social recreation.

Program chairman Brodie has announced that Mr. Wes McVicar of the National Council, Y.M.C.A.'s of Canada, has agreed to serve as banquet keynote speaker. Sessions on competitive swimming, gymnastics, basketball, soccer, skin and scuba diving, synchronized swimming, and on marking and grading and athletic conditioning and training will also be featured.

Approximately one hundred and fifty Atlantic area instructors and directors are expected to attend.

The first six conferences of the Association were held in Amherst, N.S. In 1955 the locale was changed to Moncton, N.B. In 1956 it returned to Amherst, then was held at H.M.C.S. Cornwallis in 1957, Fredericton, N.B. in 1958, Halifax, N.S. in 1959, and now in Saint John for 1960.

The new Y.M.C.A. building is one of the most modern in Canada, and features several games and conference rooms, a cafeteria, banquet hall, swimming pool, double gymnasium, conditioning rooms, lounge, health club and steam rooms, and adequate housing accommodation.

Delegates are expected to attend from all New Brunswick and Nova Scotia points, from Charlottetown and Summerside, P.E.I., and from St. John's, Newfoundland.

The Executive of the Association extends an invitation to members of other C.A.H.P.E.R. branches to spend a few days down East participating in the 1960 M.A.P.E.R. Conference.

PHYSICAL EDUCATION LOOKS AT FITNESS

By WILLIAM A. R. ORBAN
Professor of Physical Education,
University of Saskatchewan

Abbreviated talk given to the Ontario Physical Fitness Study Committee at Lake Couchiching, June 22.

Ever since Kraus' report on the unfitness of American youth, physical education has been sniped at and subjected to many broadsides of criticism by people from within and outside our profession.

Answering these critics placed us not only on the defence, but distracted and delayed us from our main task of developing and promoting fitness.

However, this has been a blessing in disguise because it has necessitated physical education to take stock and reflect carefully on its concepts of fitness and its relationship to physical education. It has also stimulated research in many of the allied fields of physical education. Thus, we now have many of the answers which were lacking say even ten years ago.

One of our main stumbling blocks has been the lack of a generally acceptable definition of fitness. Agreement on a precise definition has been often frustrated by disagreement on the meaning of a single word. However, the greatest difficulty has been the lack of distinction between the definition of the 'term' and 'states' of fitness.

If the definition of the 'term' fitness (what is fitness?) is not confused with 'state' of fitness (how much) an acceptable definition is possible. Anyone of a dozen definitions of fitness, therefore, in which the statement of the level of fitness desired is deleted, can be quite acceptable to physical educators.

The agreement of the 'level' or 'state' of fitness on the other hand is much more elusive and difficult simply because of individual physical differences that exist. Each person, because of his unique endowed physical and constitutional characteristics, responds to a given exercise to a greater or lesser degree. Consequently, different degrees of change in different individuals even from the same training are not only possible but are quite common. However, because of these anomalies and subsequent failure to agree on a definition of 'state of fitness', should not prevent us from getting on with the job.

The physician for example is not so concerned about the definition of health or disease that it interferes with his helping the sick to get well, and the well to feel better. With his background knowledge and experience he makes his diagnosis and keeps people in all levels of health, always trying to make them as healthy as possible under a given situation. In the same way there is no need for us to wait until we have precise acceptable definitions before we get on with the job of fitness.

Nevertheless we have information today, as a result of scientific research, to enable us to describe the qualities that are involved in fitness. On the basis of this knowledge fitness may be classified into two distinct types: specific fitness, and general fitness (basic), each basically different in its method of development and impact on the organism.

Specific fitness involves those activities classified as skill, strength or speed—these involve exclusively the neuromusculoskeleton system to produce specific movement. Thus high jumping, shot put, develops and improves the efficiency of muscles used to execute a specific movement which involves the neuromuscular system but does not affect the automatic vegetative nervous system, simply because the anaerobic nature of the activity. Facilitation and inhibition of the efferent and afferent neurones and cortical activity are isolated to and focused on the specific muscles involved.

On the other hand, basic fitness affects and involves the autonomic nervous system. Simply stated it is the improvement of the

biodynamic potential (mechanical and biochemical efficiency and energy reserve) of the organism. This biodynamic potential may be subdivided into mechanical and biochemical efficiency and mechanical and biochemical reserve.

Mechanical efficiency is manifested by such physiological phenomena as the lengthening of the contraction phase of the heart for greater economy of ejection, a decrease of the velocity of blood flow through the circulatory system, the greatest length of the diastolic (rest) phase of the heart with decreased systolic and increased diastolic pressure, to name only a few.

An example of biochemical efficiency is decreased consumption of oxygen by the heart—which enables it to perform more work with less oxygen.

The reduced stroke volume (50 cc in the trained as compared to 70 cc in untrained heart) at rest; the greater capacity of work in the trained as compared to the untrained heart; and the slower increase pulse rate of the trained after equivalent work indicate an improved mechanical reserve of the organism.

The increased ability to mobilize the steroids for activity, the increased amount of glycogen stored in the energy storage depots all provide the extra reserve power, thus increasing the biochemical energy reserve of the organism.

All these changes which may be brought about by the proper type of exercise in adequate amounts can be said to be the elements which express not only the kind of fitness one has but precisely describes the qualities a fit person possesses.

Another vulnerable point has been our inability to explain how fit is fit? Consequently such phrases as exercise in moderation—avoid extremes—have been used by opponents of fitness. Whether it is intended to convey the idea that it is harmful to be *too* fit or not, it is nevertheless implied. The inference that one can be *too* fit is just as absurd as the statement that one can be *too* healthy—so healthy that he never is ill, never suffers any pains or ailments. Let us look at it another way. Is it possible to keep our cars too well oiled, greased and in too good repair in order to get maximum mileage from the gasoline? The value of a machine is rated in terms of its efficient operation — and maximum efficiency is strived for. Should we desire less for our body?

Maximum general fitness of biodynamic potential, means maximum functional efficiency and energy reserve of the organism at rest and at work. Should we not set out our goals high and ignore those who cry out for and are satisfied with mediocrity and for whom excellence is only identified with effort?

Still another source of confusion has been our inability to answer the skeptics who ask—Fitness for what?

"I'm not interested in running a mile, so why should I get fit"? This is the rationalization used by many who oppose fitness. The inference is that a person only needs to exercise and train if he wishes to participate in athletics. That it is unnecessary to exercise (run) if all one has to do is push a pencil and lift the telephone is implied by this line of reasoning.

Let's not confuse the cause with the effect. One does not necessarily get fit in order to run; but runs in order to develop fitness--improve the biodynamic function of his body. One runs not necessarily to be able to run farther and faster but because the stimulus required for his body to make it more efficient, even at rest, is provided by running. Running, however, is only one type of exercise to which the body favorably responds in the development of basic fitness. There are other types which if performed progressively, regularly, and in adequate amounts can have great economizing effects on the biodynamic potential.

But why is this influence on the biodynamic potential so important? A few simple facts will make this clear. We know that the higher the biodynamic potential, the greater the retardation of the ageing process; the less the probability of cardiovascular deficiency and degeneration; the greater the conservation of energy even in normal activities; and the less the wear and tear of the heart and other vital organs.

These are but a few of the influences that proper types of exercise in adequate amounts can have on the organism. This is the reason why we should exercise and keep fit—yes even run.

Our critics have said that physical education talks about fitness and how fit people should be but that fitness cannot really be measured. Backed by science, we can unequivocally say that physical fitness is measurable. However, this is true only if the operator knows and understands well both his instrument and what he is measuring.

In diagnosing heart disease for example, the electrocardiograph is invaluable in the hands of a well trained individual who can operate the instrument as well as interpret and evaluate the tracings. But it would be useless if the individual knew only how to operate the machine.

Similarly in measuring fitness one must be trained in the use of fitness tests, he must know its limitations, standardized procedures, etc., as well as understand the biodynamical functions related to exercise, if he is to give proper and meaningful interpretation and evaluation.

Thus to a properly qualified and experienced doctor even the simple cursory physical examination can be a valuable means in detecting malfunction and disease. Similarly even the simplest fitness tests in the hands of a professionally competent person can be used to measure and evaluate the state of fitness in individuals.

Another problem has been the lack of forthright leadership by our profession. Physical education has been slow to accept the responsibility for fitness and it has almost been by default that this responsibility has fallen on our shoulders. It is almost as if physical education has been reluctantly pushed into the center of the stage to assume the role of the lead in fitness.

Why we hesitated at all is a mystery because no one can argue against the fact that we are the only profession qualified as subject matter authorities on physical activity—fitness. And thus because of our professional qualifications we do have a unique role to play in physical fitness and our primary concern and objective in physical education should be—physical fitness.

This is not to say, however, that we should ignore or be indifferent to character, social development. For by the nature of our subject matter (physical activities) with which we work we do have a much greater, but not exclusive, opportunity in the psycho-social formation of individuals.

It is imperative that we accept fitness as our primary objective if we are not to squander our training, if we are to make any professional contribution to our society.

Another source of confusion and contention has been our poor relationship with the medical profession. In spite of the fact that there are more and more medical doctors becoming aware of and interested in physical fitness, there are many who are suspicious of physical education; suspicious because we have not demonstrated our professional competence.

Because they are also very interested in fitness, the medical profession can be our greatest ally and can give us invaluable help and giudance. We must take every effort to achieve this cooperation with the medical profession. We must convince them of our professional maturity.

We must increase our efforts to tactfully inform them about the contribution which physical education can make to preventive and rehabilitive medicine, and at the same time give them guidance and stimulate their interest in basic research related to exercise physiology and sports medicine. In this way effective team work could be developed which would make an invaluable contribution to our nation.

In conclusion I would like to repeat that we have been delayed and diverted from the task of developing fitness long enough. Physical education now has the tools; the evidence; and the facts from scientific research to recognize, describe, measure, interpret and evaluate physical fitness. There is no choice for physical education but to accept the responsibility for the fitness of our people—the human resource—which is Canada's greatest natural resource.

* * *

Canadians travelling in the United States who become hospitalized and require blood transfusion therapy may receive free blood through the reciprocal arrangements between the American and the Canadian Blood Transfusion Service.—"*News Bulletin, Ontario Division, The Canadian Red Cross Society.*"

ADVENTUROUS ACTIVITY

By JOHN DISLEY

British physical education has never lacked its critics from within. The shortcomings it has are widely known throughout the profession. Recently it has become abundantly clear that our P.E. program in schools is suffering from our growing urbanization.

Basically the problem is this:

We are teaching in our schools skills that when learnt are of no use to the majority of our boys and girls when they leave school. We invariably base our program around two or three national major games, usually soccer, rugby, field hockey, cricket, netball, and track and field. Because of an ever-growing lack of playing facilities in our cities only the good performers can hope to get into a local team. Hence, we dump on the market every summer thousands of youngsters who are potential practising sportsmen, but deny them the opportunity to compete. Within a few months of leaving school these youngsters become frustrated and joint the ranks on the terrace watching instead of doing.

Faced with this problem and encouraged by a national trend in education to make things exciting, local education authorities are turning to 'outdoor activities' for a solution. They expect their P.E. teachers to be able to introduce some form of outdoor activity into the school program.

About the Author:

John Disley is Organizer for Physical Education for the Education Authority in Surrey, England. His major field of interest is "outdoor pursuits" and he is an ardent mountain climber and camper. This past summer he visited Canada and lent his considerable talents to the Ontario Department of Education camp at Bark Lake

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Our training colleges are including mountaineering, lightweight camping, canoeing, sailing, rock-climbing, in the syllabus. A student has to spend several weeks a term on one or two of the activities.

Several of our more enlightened L.E.A.'s are setting up centres in the mountains, many miles from their borders. In these Outdoor Pursuit Centres a warden and staff run training courses for boys and girls in their last school year. The courses usually last from a week to ten days and are adventurous, energetic and exciting. This program goes on all through the year and the staff at the centres are paid on a higher scale than teachers in schools.

This trend is gaining strength and very soon all our available properties in the hills will be used as centres. (All our mountain areas are national parks, and new building is generally prohibited.)

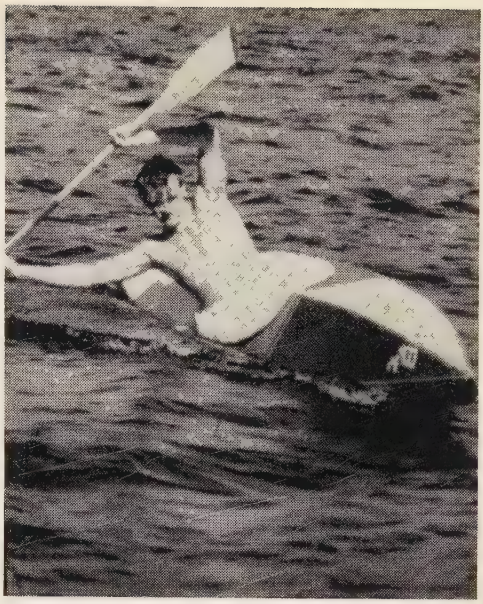
Setting the standard for such centres is the Central Council of Physical Recreation's base in North Wales. The C.C.P.R. is a government financed organization responsible to no-one in particular but devoted to improving the standard of performance and number of performers in all types of sport. At Plas-y-Brenin, now in its fifth year, over 10,000 young people from 16 to 30 have been introduced to some outdoor activity. This centre has a resident staff of six instructors and also relies upon a steady supply of voluntary help. This is very easy to get in this country for this kind of activity.

This movement for the teaching of outdoor activities to school-children superimposes perfectly on a growing national tendancy to make holidays active. The sitting in a deck chair on the sand type of holiday no longer appeals to the younger generation. Today in Britain more and more people are following some form of recreation during their annual leave, a sport that preferably gets them away from city streets.

Looked at from an educational standpoint outdoor activities are perfect in their conception.

1. They are *real* activities. No man-made rules govern the conduct of play. The umpire can never be caught with his back turned. Gravity applies equally to all. Water drowns and cold freezes with perfect impartiality. Failure to obey these simple rules brings retribution more severe than a peep on a whistle. Herein lies adventure and excitement. This is living first-hand.
2. There is no over-emphasis on physical skill. The activity is done at the individual's own level of ability. If a youngster overturns his kayak every fifty feet presumably he enjoys swimming ashore. If he pitches his tent so that it blows down twice a night, then perhaps, his sport is chasing tents. He is not letting a side down by his inefficiency—he cannot be dropped from the team next week. The only criterion of success in these activities is the individual's own enjoyment.
3. The activities can be done at any time and with or without company. It is not necessary to have ten others to play. Many of our youngsters, particularly girls, cannot join a team because they work Saturday afternoons. There is no season as such, neither is there a rule that says you may not do these activities with the opposite sex. In fact there is a great social attraction in these activities.
4. There is more to these activities than the physical side. The average outdoor activity person is keenly interested in the flora and fauna around him. He photographs, paints and reads about his sporting environment. He makes his apparatus. Ninety per cent of all our canoes, kayaks and sailing dinghys are home-made in this country. He spends hours at home mapping out the next expedition. His sport occupies his mind as well as his body.
5. Finally, this is a *way of life*, rather than an athletic event.

Because of reasons 2 and 4 the individual can and wants to continue all his life with this sport. When the steep ridges are beyond him the easier slopes will still give access to the same summit views. The camp



site in the valley has the same stars above it as the bivouac on a high ledge.

These activities are not only care for the body and mind, they also tend the soul.

Adventurous Activity

Yes, many of us in Britain feel that in these outdoor activities we are really investing our time and energy to some purpose. It is exciting to watch the movement growing.

* * *

CONGRATULATIONS

Congratulations are extended to David MacGregor Boswell on his appointment as Director of Alcohol Studies and Physical Education for Prince Edward Island. Mr. Boswell received his B.Sc. degree at Dalhousie University and his M.S. degree from Springfield College. He had two years undergraduate training in Physical and Health Education at the University of Toronto. Mr. Boswell was a four-letter man in college and comes to his new post after 3 years as Director of Athletics at Ashbury College, Ottawa.

HAS MENTAL HEALTH A PLACE IN THE SCHOOL CURRICULUM

By EDWARD J. ROSEN, M.D.

This article is an excerpt from an address given by Dr. Edward J. Rosen to the Ontario Physical Education Council at the Annual Meeting in June 1960. In this address Dr. Rosen attempted to answer a number of questions regarding the teaching of mental health in schools. Unfortunately, space limitations allow us to print only the final portion of Dr. Rosen's thought provoking answers.

To go on to the third question which is "What are the specific health needs of girls and boys with which you are most familiar?" "Do you believe that it is possible to meet these needs effectively through school health instruction?" This question is of a different order than the first two and brings us into the area of the content of such instruction, the method of the instruction and the person giving the instruction. This is the part of the problem which is controversial because of the many difficulties involved. At the outset I would say that the difficulties are not so great that we must consider abandoning the whole project. Difficulties are always present with us and are meant to be solved, not to be avoided, they may slow down but need not stop progress. In general, we can say that the health needs of girls and boys are no different from those of adults. The basic needs are the same but the specific needs may be quite different, since children are in a state of development and are passing, rapidly, at times, from one new phase to another, before reaching the most stable adult life. The essential difference, as far as teaching the child is concerned, is determined by their limits and understanding and by the special attention language that must be used in order to impart, to communicate in a meaningful way, with them. At all times the information must be presented to the girl or boy in terms that they can readily understand, terms and concepts that are at a level neither below nor far beyond their understanding. This does require knowing children very well in general and some children very well in particular, which knowledge is basic to all good teaching. The areas that may be covered are:

1. Personality Development, knowledge of the ages and stages of growth and development, the emotional needs of these various stages for healthy personality development.

ii. The effects of poor personality development, the patterns of behaviour, characteristics of unhealthy adjustment to living.

iii. The meaning and description of some of the commoner mental conditions and the history of man's attempt to treat mental illness and the advances in treatment of recent years.

iv. The community services for the prevention and treatment of mental and emotional illnesses.

These are just general principles, whereas the question really asks for specifics. I believe that these specifics can be identified but it would take a great deal more thought, discussion and planning than I have been able to do in the time that has been given to me, to answer this question. I would suggest that you appoint a committee consisting of members of the teaching profession, psychiatrists, psychologists, to give thought to such a programme of specific material for the different age groups. One very simple and specific need that I would readily identify is the need for children to

About the author:

Dr. Edward J. Rosen is Director, Child and Adolescent Out-Patient Department, Toronto Psychiatric Hospital. He is also Associate in Psychiatry, Faculty of Medicine, University of Toronto, and Special Lecturer, School of Social Work, University of Toronto.

have an understanding of their feelings, knowing a term for certain of their emotions. Knowing the words fear, anger, anxiety and being able to identify it in one's self and in others, is a very important step in knowing about mental health. Knowing how some people behave when they are angry, when they are fearful, when they are frustrated and disappointed, or affectionate, friendly and playful, is the basis of understanding others as well as one's self. This may seem inconsequential, but working in a psychiatric clinic has made us aware of how few of the children we see can express in words how they feel or recognize how others feel whether parents, brothers and sisters, friends or other adults.

I would like to make an observation with regard to the teaching of health in schools. I have noted that most of the texts are entitled "Your Health", or "Your Body", and seem to point directly at the child himself. I am sure that this is done in order to create an interest in the child by bringing the matter as closely to his person as possible, in the hope that, having discovered these facts about himself, he will carry out the principles that he has learned. I am not certain as to whether this method is entirely effective in that I suspect that it may create oppositional reaction in the child, since the need for establishing an autonomy of self is very great in all of us, particularly in children. Children of all ages, even more than adults, dislike having anyone tell them or even imply that these are the rules and that they should or must follow them. The factors that will influence any person to apply knowledge to himself is much more complicated than giving him facts, even frightening facts. It is not entirely necessary, though valuable, to teach mental health principles to children by involving them in a discussion about their feelings directly, unless this comes willingly from the child himself. It is possible to learn a great deal about other people and one's self by an impersonal discussion.

The second half of this third question is "Do you believe that it is possible to meet these needs effectively through school health instruction?" The common response that I have received from my friends and co-workers to this question is "are teachers really trained for this, are they mature enough to handle it, are they emotionally able to deal with it?" This is then followed by a statement which starts "I know a teacher who . . ." and again we are back to trying to use the 1 to 3% of the whole as the argument to label the whole. It is like the sensational journalists who are always writing about suburbia, writing about the 1% who live in suburban areas and label the whole in terms of illiteracy, immorality and general irresponsibility. With regard to the ability of teachers to be able to handle this material, I would like to have a statement on this from someone who has known more than three teachers, someone who knows all the teachers in a school system, of one hundred or more, someone who has trained teachers for a period of time. If this competent source reveals to us that the teaching staff in a school system is not competent to discuss everyday living situations, to give knowledge and facts about community health services, then what is required is a very serious examination and overhauling of our teaching profession, not merely witholding from teachers the privilege of talking to students about mental health principles. We parents realize that our children look upon teachers with such awe as to give them almost frightening powers to influence them in the direction of the teacher's choice whether it be good or evil. This influence is present at all times in the classroom situation. It is there implicitly in the teacher-student relationship. It would be incongruous, if true, that we are entrusting our children to teachers who already have such powerful forces to be used at their own discretion, but whom we think are unable to teach simple facts about living and about humanitarian principles in interpersonal relationships.

With regard to the fourth question "How much time do you think is necessary for effective health instruction?" I think that I would like to leave this for the consideration of a committee more competent than myself to deal with it. Those of you who have had experience in the teaching programme would be in a better position to determine exactly how much time is necessary for this.

Before I do conclude I would like to mention some other objections that some people may bring up against having a Mental Health programme in schools. The

first of these is that teaching children about their own mental functions may cause them to become introspective. When this term "introspective" is used, it is used with the connotation that introspection may be morbid but it does not necessarily mean that it is a morbid form of thinking. There is healthy introspection as well as morbid introspection. I can hardly conceive that any person can grow, develop and mature without healthy introspection. If a child does and must pass through phases which involve introspection in order to learn that he is different from others, to learn about his identity and his relationship to the world, about his own feelings and emotions. If, in other words, introspection is as natural as growing up, I suggest that it would be beneficial and reassuring for a child to know that this is something that goes on within him and in other children as well. To know that this is universal, that it is part of everybody's growing up, and that we must all think and work towards disciplining and controlling our emotions and behaviour for successful living, can be a source of strength rather than a source of emotional disturbance. Talking about emotions has the same relationship to morbid introspection, as talking about germs to development of a handwashing compulsion.

A second objection, somewhat similar to the one of introspection, is one that suggests that talking about a mental illness or an emotional illness will create anxiety in the child. The aura of anxiety that surrounds mental and emotional illness is largely culturally determined. Similar anxiety was present in the cultural response to tuberculosis, towards venereal disease, and is still present in our attitude towards cancer, but that has not meant that we have not had an educational programme in the fight against cancer. These educational programmes reach us all via newspapers, magazines, and bill boards and do create a certain amount of anxiety, but just as with introspection, there is morbid anxiety and healthy anxiety and good education attempts to uncover healthy productive anxiety.

Another objection forwarded is that such teachings could result in serious misinterpretation on the part of children. This is a true and ever present possibility which is implicit in all teaching. All teachers strive towards that communication which will be received by students without misinterpretation. However, it is unlikely that anybody ever attains the level of 100% efficiency. This is a problem that is no different than the teaching problem in any other subject.

There is also the possibility that children may attempt to push the discussion beyond the point that teachers wish to talk about, that is, into the more intimate interpersonal aspects of life and living. There are simple methods of dealing with this. In University teaching in psychiatry, social work, psychology, we are teaching about the intimate side of life. We do not do this by having the students tell about their personal life. Should children try to press on to these intimate details, it is possible for the teacher to say that this is something that the child can discuss with his own parents or with his own doctor. We do not have to take for granted that a formal Course in Mental Hygiene, which may touch on personal living, is giving license to teachers to enter into the personal life of students and become therapists. Teachers have every opportunity to do this without requiring a formal Course to cover their activity. They are, at present, only restrained by their better judgment with regard to what they say, what they advise, and what they talk about, with their students.

Summary and Conclusions:

In the recent past the practice of thinking in terms of the body-mind dichotomy was carried to the extreme and led to a complete disregard of the significance of personality development and the effects of the emotional life in health and disease. Mental illness is now our nation's foremost health problem. Mental Health Education is an essential part of a preventative programme towards eradicating mental illness. The school has a responsibility and a role in Mental Health Education second only to the part played by the family. The school system must continue to develop new methods of teaching and influencing children, using the knowledge and wisdom acquired by research and practice in the field of Mental Health. The task is not a simple one since a search for new methods is beset with many problems and difficulties. It is a challenge which must be accepted by the leaders in the field of education.

The Students Write

ROME 1960

By George Shepherd

There are many events in our lives which leave lasting impressions on our minds. However, there is often one event which stands out in our lives and can never be forgotten. Such an event as the 1960 Rome Olympics has impressed me in this way. Before I left for Rome, my coach, Murray McNie, told me that I was a very lucky young man to be a part of "the greatest show on earth." I did not fully realize the significance of his statement until now, after returning from the most exciting experience of my life. I realize now that I am one of the very select few who can participate in "the greatest show on earth."

On the 16th of August this past summer we flew from Montreal and in seven short hours arrived in the "eternal city," Rome. We were greeted by television cameras and microphones and the blistering sun which at eight o'clock in the morning was already registering ninety-five degrees. This type of weather was to continue for the duration of our stay in Rome and yet was bearable as it cooled off sufficiently in the evenings to make sleeping quite comfortable.

A day at the "Villagio Olimpico" started with breakfast at seven in one of the twelve dining areas which served food for people from all over the world. I feel that the Italians did a very fine job feeding seven thousand very hungry athletes. Practice at one of the eight new tracks began at ten and continued through until twelve-thirty. A very hearty lunch followed at about one-thirty with the rest of the day being spent lounging around or seeing the many sights of Rome. The evening meal was served between six and nine with a very wide choice of wonderful food. The evenings were spent watching other athletic events or dancing in the recreation hall with newly acquired friends from Russia, Hungary, Australia and many other places. Seeing all these people enjoying themselves makes one wonder how there can possibly be conflict in the world. It certainly couldn't be detected in this small town of seven thousand very fine young people. Perhaps the world leaders could learn a great deal from these young men and women.

The opening ceremonies will long remain a part of me. The parade of the athletes to the thrill of one hundred and ten thousand sports lovers cannot be matched in magnificence anywhere. A deafening roar arose when the great Italian athlete proudly ran into the Olympic Stadium carrying the sacred fire. The flight of the thousands of doves made you very proud indeed to be a part of this wonderful world of sport. As the Olympic hymn rose from the stadium I knew that years from then I would still be humming its wonderful notes and beaming proudly then as I did at the games because I had been a part of "the greatest show on earth."

Participating in the Olympic Games was the fulfillment of a life-long dream for me. And yet the excitement which came over me at the moment of competition is not very easy to put into words. As Dick Howard of the United States very ably put it, "you feel as if you are being led to the lions." Few people realize the tension and pressure which a person is subjected to at a moment like this. For many it is the culmination of many years of hard work. In any case, everyone fully realizes that only one in every event can wear the coveted gold medal. But, there are really no losers in this fine show. Anyone who participates in this, the World Series and All-Star Game of

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About the Author:

George Shepherd is a graduate of the School of Physical and Health Education, University of Western Ontario and is at present attending the Ontario College of Education. He represented Canada this past summer at the Rome Olympics in the 400 metre hurdles.

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track and field, is most certainly a winner. To have run with the best anytime, anywhere is certainly a goal which could only be achieved by a few. Certainly then, they must be winners.

The quality of running seen by thousands at Rome made this the greatest Olympic Games ever. After the onslaught of the athletes, very few Olympic records remained unbroken. Not as many world records fell, but when they did, you wondered just how fast man could run and how far or high he could jump. It made you wonder just what limits there are to man's abilities. Imagine the thrill of seeing Herb Elliot break the world record for 1500 metres, and then only fifteen minutes later seeing Otis Davis smash the world record for 400 metres. Seeing graceful Wilma Rudolph anchoring the United States 400 metre relay to victory and a gold medal brought a lump to my throat because I was enviously eyeing the only triple gold medal winner in the Games. Certainly this is human effort at its very best.

I was not able to view the closing ceremonies but those who saw them said they matched the magnificence of the whole Games. Two days before the closing ceremonies I left on a running tour which in two weeks would carry me to Oslo and Trondheim, Norway; London, England; Cardiff, Wales; Dublin, Eire; and Glasgow, Scotland. The experience gained from this tour will serve me well in my track efforts in the years to come. Running against top competition every two days can only bring about improvement. The lack of experience along with many other things limits seriously our successes in world competition. In years gone by one only needed to train twice or maybe three times a week. But times have changed now and to be a world competitor one must make his running a full time job. We Canadians have failed to do this and until Canadian authorities realize the seriousness of the situation, we shall never see a gold medal in track and field.

The 1960 Rome Olympics are now a memory and they certainly have been the greatest Olympics ever. As it looks right now there is no limit to man's abilities and so come 1964 and Tokyo, few of the standards set in these Olympics will remain untouched. The Olympic Games were handled most adequately by the Roman people. The Japanese say that they have bigger and better things planned, if that is possible. The impression that has been left on my memory will most certainly be a lasting one. To my coach and friend, Murray McNie, I express now a humble thanks for his efforts in making me a member of "the greatest show on earth".

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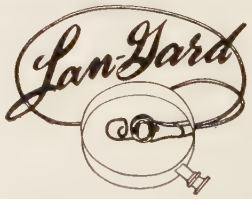

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PHYSICAL EDUCATION SHOWCASE

By D. B. CASWELL
Coordinator of Physical and Health Education,
North York Board of Education

One of the most successful events of the Ontario Education Association's one hundredth anniversary programme was 'Centennial Showcase' which was presented during Easter week at the Queen Elizabeth Theatre at Exhibition Park, Toronto. The programme consisted of the best in art, music, drama and physical education.

The foyer of the Queen Elizabeth Theatre provided the background of the 'Art Showcase', a novel and interesting art exhibit. On stage 'Music Showcase', 'Drama Showcase' and 'Physical Education Showcase' presented the finest work in these fields in Ontario elementary and secondary schools.

The physical education programme presented skills with small apparatus, exercise, games, dancing and gymnastics. Over one hundred boys and girls from grades four to thirteen were involved.

Students and staff from Armour Heights Public School, Queensborough, Ledbury and Beverley Heights Junior High Schools; Earl Haig, Northview, Harbord and North Toronto collegiates along with Markham District High School participated in the programme. A background of organ music and the voice of the narrator, to the accompaniment of the activities, proved most effective.

Students from Earl Haig introduced the programme by presenting a quick look at what would have been seen in a physical training class of one hundred years ago. Boys and girls from the North York Junior High School performed on the mats and box horse. Grade four pupils from Armour Heights Public School presented mass activity through the use of bean bags, skipping ropes, hoops and climbing apparatus. In the background was a revolving stage on which senior students from Northview Heights C.I. presented, in costume, a tableau of the many school physical education and athletic activities. These included swimming, football, soccer, volleyball, lacrosse, basketball, badminton, tennis, softball, hockey, figure skating.

This fast moving programme then switched to the field of dance. Six girls from Harbord Collegiate in Toronto presented a modern dance number which was well received by the audience. Markham District High School, true to the reputation which they received as the centre of interested folk dance groups, presented a series of European dances with the boys and girls in native costumes.

A well trained gym team from North Toronto Collegiate provided an outstanding display on box horse, parallel bars, mats and trampoline. These boys were followed by a graceful, co-ordinated display of 'Free Calisthenics' by Cpl. Weiler of the Canadian Army Physical Training School, Camp Borden.

As the curtains came together to close the programme, two bodies in the Graecean pose of 'mind' and 'body' moved toward each other and blended together as the narrator quoted the words of the French author Montaigne as contained in his essay 'On the Education of Children'—"It is not a mind, it is not a body that we are training: it is a man and he ought not to be divided into two parts".

The presentation of this programme was made possible through the voluntary effort of a number of physical education teachers and supervisors with the co-operation of the trustees, administrators and principals of the North York, Markham District and Toronto Boards of Education and the Canadian Army.

The Physical Education Showcase described by 'Bing' Caswell was a masterful presentation. From a public relations point of view this beautifully staged description of our work had a powerful impact on the large audience of parents. Our congratulations and thanks are extended to Mr. Roy McCutcheon and all those who assisted him in this very real contribution to our profession.

The Editor

RESEARCH REPORT

From The University of British Columbia
Reported by Dr. MAXWELL L. HOWELL

A landmark in the history of physical education in Canada occurred with the establishment of a Master's degree in physical education at the University of British Columbia. Four students, Bruce Kelsey, Robert Morford, Richard Alderman and John Dennison have now completed their programs, at least three others are nearly completed.

As well as these theses, other work of an experimental nature is being conducted. The Journal has unfortunately not reached the point where extensive research studies can be published in full, but it is felt that summaries of research work may prove of value.

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1. **Morford, Walter Robert.** The Effect of Weight Training on Certain Measures of Agility. M.P.E. Thesis. University of British Columbia Library. August, 1959. 55pp.

In recent years there has been a great deal of research on the effect of a program of weight training on power, speed, endurance, flexibility and strength, but there was no conclusive evidence of its effect upon general agility.

Thirty-six University of British Columbia first and second year students enrolled in the required program were randomly selected and divided into three groups. Following the initial tests, the Experimental Group underwent a program of weight training, one of the Control Groups played badminton and the second Control Group was restricted from all physical education activity. At the end of the ten week period, the three groups were retested in the same manner.

The Experimental Group (weight training) averaged gains in performance that were statistically significant for all three items, whereas Central Group I (badminton) exhibited gains that were statistically significant in the Burpee and Side Step tests only. No statistically significant gains were obtained for Control Group II (no activity). The improvement of the Experimental group did not significantly exceed the improvement of Control Group I in any of the tests but did, however, significantly exceed the improvement of Control Group II in the Burpee and Side Step tests. The improvement of Control Group I significantly exceeded that of Group II in the Side Step Test only. A low statistically relationship was established between the three best items.

It was concluded that weight training was effective in developing non-translatory and translatory agility, and that badminton was also effective in developing these aspects of agility.

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2. **Dennison, John D.** Phlebetomy and Its Effect on the Work Output of Athletes. Unpublished M.P.E. Thesis. University of British Columbia, University Library. September, 1960.

The purpose of this study was to determine the effect of blood donation upon the work output of university athletes. Further, to determine whether the effect is physiological or psychological. Suitable controls were exercised over the subjects. A suitable test item representing a specific measure of work output was predetermined for the study.

Twenty members of various University of British Columbia athletic teams were selected and equated into two groups of ten using their performance on the test item as a basis for division. The test item consisted of making as many pedal revolutions as possible over a two minute period on a standard bicycle ergometer set at a resistance of 14 kilograms.

Both groups were taken to the Blood Donation Clinic where the control group had

500 c.c. of blood removed. The experimental group underwent an identical procedure but no blood was drawn. Careful controls at the clinic ensured that neither group was aware of what occurred. Later questioning indicated that both groups believed all subjects had given blood.

All subjects were retested under standard conditions two hours, twenty-four hours and seven days after blood donation. Results were subjected to standard statistical analysis.

The control group showed a significant gain in performance in the test item in all subsequent tests. The experimental group also showed a significant gain in performance in the test item in all subsequent tests. At no stage was any significant difference found to exist between the two groups.

It was concluded that, under the conditions of the study, blood donation does not deleteriously affect the performance of athletes in an item involving a short period of muscular work. In fact, the mean performance was significantly improved. No psychological effect was found in the group which believed it had donated blood.

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3. **Dennison, John D., Howell, Maxwell L. and Morford, W. R.** Isometric Versus Isotonic Contractions in Developing Arm Strength. From the Research Laboratory of the School of Physical Education and Recreation. Submitted for publication. August, 1960.

The purpose of the study was to determine the relative efficiency of the "Commander Set" group of isometric exercises versus a regular isotonic weight training program for increasing Arm Strength ($I = (\text{Chins} + \text{Dips}) \left(\frac{\text{Weight}}{10} + \text{Height} - 60 \right)$). Two groups of ten subjects equated on the basis of Arm Strength, one group doing the "Commander Set" exercises and the other group following a standard progressive resistance program. Following eight weeks of activity it was concluded that both groups showed statistically significant improvements in chins, dips and Arm Strength, with the progressive resistance program showing greater improvements. As no equipment and very little time is required to do the Commander Set group of exercises, these results suggest wide possibilities.

* * *

4. **Alderman, Richard B.** A Comparative Study of the effectiveness of Two Grips for Teaching Beginning Golf. Unpublished M.P.E. Thesis. University of British Columbia Library. April, 1960. 61 pp.

The purpose of this study was to investigate which of two grips, the Vardon overlapping grip or the Spread grip, produces the best results in range, accuracy, velocity and the angle of impact when teaching the golf swing to the beginning golfer. Also investigated were the results produced when the beginner was taught a second grip after six weeks of instruction. The McKee test, representing the elements of the golf swing, was selected to examine the hypotheses.

Thirty-three University of British Columbia first and second year students enrolled in the service program of the School of Physical Education and Recreation were randomly selected and divided into two groups. Following the initial tests, the first experimental group, called the Vardon Group, underwent an eight week period of golf instruction, learning the Vardon grip in the first six weeks, and the Spread grip in the last two weeks. The second experimental group, called the Spread Group, underwent an identical type of instructional program, except the Spread grip was taught for the first six weeks and the Vardon grip was taught over the last two weeks. Both groups were retested at the end of six weeks and at the end of eight weeks in the same manner.

Both groups averaged gains in performance that were statistically significant over the first six week period in the elements of range and the angle of impact. Over the last two weeks of instruction, only the Spread Group exhibited a gain in performance that was statistically significant and this was in the element of accuracy. Over the total eight week period of instruction, the Vardon Group averaged gains that were statistically significant in the elements of range, angle of impact and accuracy, whereas the Spread Group exhibited

improved gains in performance that were statistically significant in the elements of range, angle of impact and velocity.

A statistically significant difference between the groups over both the six week period and eight week period was exhibited in the element of accuracy only. The Spread Group, using the Spread Grip in the first six week period and the Vardon grip in the last two week period, improved its performance, whereas the Vardon Group decreased in performance over both periods of instruction.

It was concluded that only in the element of accuracy, can the Spread Grip be construed as superior to the Vardon Grip when teaching the golf swing to a group of beginners over an eight week period of twice-weekly instruction.

6. **Moncrieff, John.** Variation in the Effects of Two Training Methods Upon (a) Work Output (b) Maximum Oxygen Intake. Study being completed.
7. **Brown, Mae.** The Effect of Circuit Training on the Physical Fitness of Elementary School Girls. Study being completed.
8. **Hunt, Edmund.** An Electrocardiogram Study of Champion Swimmers Following All-Out Work. Study being completed.
9. **Howell, Maxwell L. and Moncrieff, John.** Studies on the Specific Gravity of Humans. These studies are being completed, financed by the President's Committee on Research, The University of British Columbia.

THE WATER SAFETY MANUAL OF THE CANADIAN RED CROSS SOCIETY

The Canadian Red Cross Society has recently published the revised 'Water Safety Manual'. It is indeed an outstanding piece of work. It covers all aspects of water safety from supervision to boating. Information is presented in concise detail and each phase of instruction is illustrated with clear and accurate drawings. Congratulations are extended to Mr. C. R. Blackstock, the National Director, and to all those who assisted him in producing the manual. It is a very real contribution to our profession and should materially help the Canadian Red Cross Society to achieve its purpose, " . . . to carry on and assist in work for the improvement of health, the prevention of disease and the mitigation of suffering throughout the world."

For further information and copies of the Water Safety Manual, contact your Provincial Red Cross Division or National Headquarters of the Canadian Red Cross Society, 95 Wellesley Street East, Toronto.

DROWNINGS

In 1957, 507 drownings were reported in the Province of Ontario. In 1958, this number was reduced to 347, and in 1959 to 310. Indications are that the number will increase in 1960.

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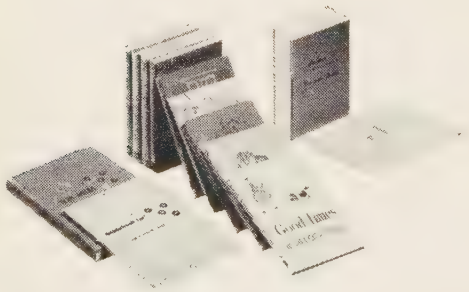

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COMMENTS

ON COLDS

Comment by the National Federation S.H.S.A.A. (U.S.A.) in Cooperation with the American Medical Association

That athletes are not immune to colds is well known to coaches, trainers, and players. By and large, athletic personnel lately are taking a more intelligent attitude about colds and their care, but several misconceptions concerning colds and other infectious diseases continue to persist in some athletic circles. One of these is that colds can be prevented by being in good "shape." Another is that a cold can be "worked off" by vigorous exercise. Still another is that certain pills, capsules or, what have you, can cure a cold. All of these fallacies can be disposed of in short order.

1. Studies have shown that the athlete in training is as subject to infectious disease as the non-athlete. A cold is a respiratory infection that is spread from one person to another in coughing, sneezing, talking or contact. Whether one catches cold depends upon the frequency and degree of exposure and not at all upon the strength and endurance one develops through training.

2. Exercise, and especially a strenuous workout, when one has a cold places an additional burden on the body when all of its resources are needed for combatting the virus causing the infection. Taking it easy, on the other hand, will help in throwing off the cold and its debilitating effects. Proper nutrition and a general state of fitness arising from sensible health practices are always helpful.

3. The fact that there are hundreds of cold remedies on the market is good evidence that none is effective. Some may give temporary relief by masking the symptoms of the cold, but do not cure the basic trouble. With our present knowledge, only time, rest and proper diet with plenty of fluids can help. When coughing or fever persist or any unusual symptoms show up, medical advice is in order.

The athlete with a fresh cold should remain at home and out of practice or games. Also, during the acute stages, he should be excluded from dressing rooms, activity rooms, and play areas. Following such a policy will pay off for the team as a whole as well as the individual player.

Bed rest, with plenty of fluids and a balanced diet in the acute period, offers the best hope of prompt recovery and the earliest possible return to peak performance. In addition, it keeps the cold victim from spreading his illness to other players and the subsequent loss of their services. There is always the chance, too, that what appears to be a cold is an early phase of a serious communicable disease. Many such illnesses start with symptoms closely resembling those of a cold.

* * *

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GRADUATE RESEARCH BY CANADIANS

Compiled By: ARTHUR W. E. ERIKSSON
Associate Professor, School of Physical Education, Edmonton

This is the fifth list of research studies done by Canadians. The others appeared in the Journal, Nov. 1958, page 31; July 1959, page 27; February-March 1960, page 9.

RESEARCH

1. Arnett, Michael Richard

A study of skiing accidents occurring at selected areas in Western Washington and Western British Columbia.

Unpublished M.S. thesis in physical education, University of Washington, 1958.

2. Biek, Elizabeth Hydman

A study of the health knowledge of grade XII students in the province of Saskatchewan, Canada.

Unpublished M.S. thesis, University of Washington, 1939.

3. Cameron, Peter John

A survey of the physical education curriculum, facilities and administrative organizations in the city high schools in the province of Saskatchewan during the 1958-59 school term.

Unpublished M.S. thesis in physical education, University of Washington, 1959.

4. Grant, Al

The status of physical education in the public schools of the municipality of Burnaby, School District No. 41, British Columbia, Canada, for the school year 1953-54.

Unpublished M.S. thesis in physical education, University of Washington, 1954.

5. Grant, George

A survey of physical education, curriculum and administration organization in the elementary schools of greater Victoria, B.C.

Unpublished M.S. thesis in physical education, University of Washington, 1953.

6. Kennedy, Frank T.

A comparison of the tensiometer to the dynamometer in back and leg lifts for college men.

Master of Science thesis, University of Oregon, 1956. Microcarded.

7. Lawson, Patricia A.

An analysis of a group of motor fitness tests which purport to measure agility as they apply to elementary school girls.

Master of Arts thesis, University of Oregon, 1959. Microcarded.

8. Lowenberger, Arnold George

The relationship between participation in intramural athletics and scholastic achievement of male students at the University of Saskatchewan during the 1959 University year.

Unpublished M.S. in physical education, University of Washington, 1959.

9. MacIntosh, Donald

The effect of a regular exercise program on the physical efficiency of Grade X male students at Crescent Heights High School in Calgary, Alberta, 1959.

Unpublished M.S. thesis in physical education, University of Washington, 1960.

10. Martens, Fred Lewis

A testing and grading program based on achievement in physical ability tests for selected British Columbia high schools.

Unpublished M.S. thesis, University of Washington, 1954.

11. Orban, William Andrew Robert

An item analysis of temperament and behaviour ratings of young boys.

Master of Science thesis, University of Illinois, 1954. Microcarded.

12. Sawchuck, Theodore Jacob

A proposed program of physical education for boys in Victoria High School, Edmonton, Alberta, Canada.

Effects of elementary school physical education, State College of Washington, 1949.

13. Stangroom, Robert W.

A study of Selected Swimming Pools in the Province of British Columbia with Reference to Established Standards.

Unpublished M.Sc. thesis in Health, Physical Education and Recreation, University of Washington, Seattle, 1956.

14. Tobacco, Charles Terrance

An historical study of track and field at the University of Washington prior to 1960.

Unpublished M.S. thesis, University of Washington, 1960.

(*Continued on page* 33)

SPORTS AND PHYSICAL FITNESS

By W. D. SMITH, B.P.H.E., M.A., Ed.D.
Professor, School of Physical Education
University of Alberta

The following is an address given by Dr. Smith to the Ontario Physical Fitness Committee Conference held at O.A.L.C. Couchiching Camp in June 1960.

When Professor L'Heureux asked me to prepare a fifteen to twenty minute lecturette (that must be female for lecture!) under the heading of "Sports and Physical Fitness", I assumed that the topic was so broad and varied that it would be simple to prepare. So much has been written recently on many aspects of physical fitness that it is really quite difficult to either attempt to generalize, or to adequately cover one single aspect in a limited period of time.

It is sufficient to state that I believe personally the Conference here at Couchiching and the work of your Physical Fitness Study Committee is so important and timely that your conference time would be wasted with facetious remarks of "physical fitness for what?" or "is physical education fulfilling its role in the area of fitness?" based on my personal experiences or research.

In writing this short report, I have taken the liberty to digress from the usual procedure "avoid personal pronouns or other personal references". Say, "It is suggested that . . .," rather than "I would suggest . . ." as outlined in preparation of reports for undergraduates at the University of Alberta. The statements are based upon a limited number of elementary and high school experiences in Ontario (no offence to Gordon Wright!), professional preparation at the Universities of Toronto, Columbia and Buffalo, and fourteen years of experience at the college level. Please bear with me!

The first interpretation of the title brings to mind "sports for physical fitness" and the fact that sports do make an important contribution to fitness but are limited to a marked degree by many factors. Lack of facilities, supervision, a well-organized program or adequate preparation of teachers are some of the limiting factors. In McCloy's article on "Fitness—A Way of Life" (1, p. 40) he suggests that through sports alone it is an impossible task. Physical education programs have outgrown the precept of calisthenic tables and free exercises for most of the class period in the junior and senior high schools and have relegated exercises other than sports' skills to a token offering. Few have offered a half-way measure including both types of experiences until recent years. The Canadian Physical Efficiency Tests and the 5 BX Plan for Physical Fitness (2) have done much to restore some equilibrium to many programs of class instruction.

If sports are to play an integral part in physical fitness for later life, are activities in the colleges and universities preparing teachers and future leaders in communities with adequate experiences? Many of the Schools of Physical Education and institutions of teacher education should analyse their program content. Does the program include activities such as archery, golf, tennis, squash, handball, badminton, curling, swimming, bowling, and dancing in which citizens may participate with pleasure and enjoyment during later life? Or are these sports neglected for football, basketball, wrestling or hockey where the span of "playing-life" is of short duration. Both aspects play an important role in student experiences but an extreme in one area leads to detriment in the other.

Across Canada on a national basis, many professional leaders have been too eager to criticize those instrumental in the re-birth of the importance of facing our responsibilities in the area of physical fitness. It is far easier to ignore or rebuke than to strengthen the movement with allied support. Petty bickerings should be put aside in

order to make a major contribution to the youth of Canada through a mutually-contrived effort. The Province of Ontario, through your Physical Fitness Study Committee has taken the initial step. It is apparent that this conference, in its stimulating setting at the Ontario Athletic Leadership Camp, will act as a guide line for action in the groups that are represented. Committees such as yours could and should be established in each of the provinces. Research on aspects of physical fitness, co-ordinated on a national level and published periodically in the CAHPER Journal is of vital necessity. An over-all plan of specific areas or topics for study by provincial committees would widen the scope of such an endeavour. Integration and co-ordination through the Canadian Association for Health, Physical Education and Recreation, or the outgrowth of future conferences from your meetings would seem to offer two suggested alternatives.

In conclusion, it is suggested that this conference explore the possibility of organizing a national committee to foster a sound and systematic study of the many facets implied by the term physical fitness.

Bibliographical References

1. McCloy, C. H. "Fitness—A Way of Life." CAHPER Journal Vol. 25, No. 5, pp. 38-42.
2. R.C.A.F. Pamphlet 30/1 5 **BX Plan for Physical Fitness.** Ottawa: Queen's Printer, 1958.

FROM THE EDITOR

The editorial staff of the CAHPER Journal continues its efforts to present articles of interest to its readers. In this regard we are continually on the look-out for original material particularly in the following areas:

1. Addresses having application to our own or allied fields.
2. Program ideas or studies.
3. Articles pertaining to women's athletics and physical education.
4. Articles and news pertaining to the recreation field.
5. Articles by members of our large student membership for "The Student's Write" section.
6. Glossy pictures as illustrations.

The editors would be pleased to receive new material from new authors and would welcome any suggestions or constructive criticism of The Journal. Please forward material, etc., to J. R. Life, Ontario College of Education, 371 Bloor St. W., Toronto, Ontario.

The Editor

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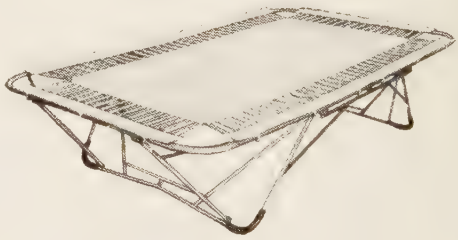

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WHY THE AMERICAN CHILDREN ARE PHYSICALLY UNFIT

By GERTRUDE KRAUSS SHAFFER

This provocative article was directed to the Editor by the Fitness and Recreation Consultant Services, Department of National Health and Welfare.

(This article appeared in the May, 1960 issue of The Physical Educator)

The physical inadequacy of the American children is a result of the nation-wide failure of the school physical education programs, which do not begin to compensate for the immobility imposed upon our children by increased mechanization and material wealth. By impeding the development of normal physical fitness in our children, these impoverished programs are exacting their toll. For the past two decades most school programs have been based on the theory that the by-products found on the periphery of a sound physical education program are the objectives. Physical fitness as the main objective is passé.

Therefore, if there is equipment, the student pursues the activities he may wish to utilize as recreation when he becomes an adult, or he plays games, spending much of his allotted time indolently trying to absorb the rules of the games, or awaiting a turn to play. Such programs neglect the compelling task at hand, which is to equip the student with a well-developed, well-coordinated, functional, durable, disciplined, beautiful body with which to enjoy life and be of service to the world. A child who likes to move and has been taught how to use his body effectively usually becomes an active adult who seeks active recreation.

The Child

Since the American children are growing to greater stature and maturing younger than ever in recorded history, the need for vigorous body building exercises to help the muscular development keep pace with the organic and skeletal growth is most acute at the elementary and junior high school levels. Most of the children who have permissive games programs and those who have not had physical education classes during the pre-pubital and adolescent periods of rapid growth fall below the clinical standards for minimum muscular fitness, and become even more substandard as time passes. Postural defects which were remedial in elementary school become irremediable in high school. The need for required, fundamentally sound, vigorous physical activity, based on physiological needs rather than educational theory, especially during the years of rapid growth, has increased steadily during the growth of our increasingly mechanized civilization.

Failing to recognize the needs of school age children, and unaware of the role that public school physical education courses play in the production of national fitness, many of the professional leaders who prepare our teachers and write the textbooks, encouraged by the sports equipment industry, are perhaps the real culprits responsible for the lack of fitness of the American youth. They ignore physiological need and stress the 'integration of the total personality'—whatever that is. They can be compared to an obstetrician who throws the baby away and sends the placenta home with the parents. Consequently, the physical education teachers being trained by them are misguided in principle, uneducated in the fundamentals, and self-satisfied with a devastating ignorance of the meaning of their work. Unprepared as craftsmen of their profession, they are incompetent in the production of physical fitness.

The Teacher

The teacher who is unable, or neglects to teach correct body mechanics and conditioning has a physical education course without real substance and direction. There is no easy way to achieve physical fitness in our

society. It takes uncamouflaged, unadulterated, do-it-yourself hard *work*, as does anything else that is worthwhile. We must get back to including old-fashioned calisthenics in the gymnasium classes. The direct attack of a good calisthenics program quickly strengthens weak muscles and helps develop co-ordination. It is obligatory for the teacher to equip the students with sufficient strength and skill to avoid injury. Badminton will not do it, nor will more time and additional space.

Efficiency demands that optimum use be made of the allotted time and facilities in order to produce the greatest good for the greatest number of students in the least time and space. Until this is being done, the request for more time and space cannot be justified. It is reasonable to assume that those who cannot conduct a program that achieves minimum fitness with minimum facilities will not be able to achieve any more fitness in more time and space.

Normal vs. Average

There is a vast difference between what is *normal* and what is *average* when we discuss the physical fitness of the American children. The *normal* youngster is extremely active, the *average* American youngster, extremely inactive, lacks body control and has a very poor physique. The connotation of *normal, healthy* children implies more than freedom from disease or disability; it implies that they have *normal* physical *development* as well. It is not *normal* for any child who is free from mental and physical disorders to fail the highly controversial Kraus-Weber test, which is a clinical test for minimum muscular fitness to maintain *normal* health.

That the *average* of American children do fail it at a nation-wide rate of about 60%, (European children at a rate of about 8%) is an indication that they are not receiving sufficient activity of the kind necessary for *normal development* in school and at home. Devising new tests for physical fitness, or changing existing tests, will not alter the fact that the American children do not meet clinical standards for minimum fitness; the change must be made in the physical activities required of the children in their homes and schools.

With conditioning exercises, requiring less time than is necessary for the classes to take showers, done twice each week for part of two semesters, my own junior high school students had less than 2% failure of the Kraus-Weber test, although they had no physical education prior to entering junior high school. The improvement in appearance and well-being of the girls is far more rewarding than any test results.

Relationships

Mental and physical potential are parallel. There is a negative trend between intelligence quotient and Kraus-Weber test failure, that is, a decrease in failure with an increase of intelligence. The per cent of failure of the low I.Q. students was twice that of the high I.Q. students on the Kraus-Weber test given before they had had any physical education classes. On the test given one year later at the beginning of school, the low I.Q. students had three times the failure of the high I.Q. students, but the

(*Continued on page* 37)

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RESOLUTIONS OF THE AMERICAN MEDICAL ASSOCIATION

(Vital implications for Physical and Health Education)

The House of Delegates of the American Medical Association Meeting in June, 1960, passed the two Resolutions quoted below.

This recognition of the importance of health education and physical education lends great authority to our efforts to assure good health and fitness through the medium of our instruction and activity programs in schools, colleges and recreation organizations.

In public presentation, in staff discussions at curriculum conferences and time schedule meetings, these two resolutions can be used.

THE RESOLUTIONS:

WHEREAS, The medical profession has helped to pioneer physical education in our schools and colleges and thereafter has encouraged and supported sound programs in this field; and

WHEREAS, There is increasing evidence that proper exercise is a significant factor in the maintenance of health and the prevention of degenerative disease; and

WHEREAS, Advancing automation has reduced the amount of physical activity in daily living, although the need for exercise to foster proper development of our young people remains constant; and

WHEREAS, There is a growing need for the development of physical skills that can be applied through life in the constructive and wholesome use of leisure time; and

WHEREAS, In an age of mounting tensions, enjoyable physical activity can be helpful in the relief of stress and strain, and consequently in preserving mental health; therefore be it

RESOLVED, That the American Medical Association through its various divisions and departments and its constituent and component medical societies do everything feasible to encourage effective instruction in physical education for all students in our schools and colleges.

WHEREAS, The rapid advances in medicine can be fully utilized only when the people are properly informed about them, motivated to use them wisely, and willingly accept personal responsibility for health; and

WHEREAS, Health instruction programs in schools and colleges offer a unique opportunity for the teaching of the necessary health concepts and principles to all of our people during their formative years; and

WHEREAS, The American Medical Association through its Joint Committee on Health Problems in Education with the National Education Association, its Department of Health Education, and other departments and councils has stimulated and supported such teachings; and

WHEREAS, Good health significantly assists the individual to achieve his optimum personal potential and to make his optimum contribution to community and national welfare; and

WHEREAS, In the current re-evaluation of school and college programs, it is important to give careful consideration to instruction in the science of healthful living in the curriculum; therefore be it

RESOLVED, That the American Medical Association reaffirm its longstanding and fundamental belief that health education should be an integral and basic part of school and college curriculums and that state and local medical societies be encouraged to work with the appropriate health and education officials and agencies in their communities to achieve this end.

* * *

". . . I am also convinced that ideally a period of physical education should be required for all pupils in grades 1 through 12 every day, though the length of the period might well be shorter in the lower grades. From what I have heard, drastic revisions of the physical education courses may be in order in many schools. . . ."—From an address given by Dr. Conant to the American Association of School Administrators Conference, Atlantic City, New Jersey.

THE ZONE PRESS

By J. S. McMANUS

Head Basketball Coach, University of Toronto

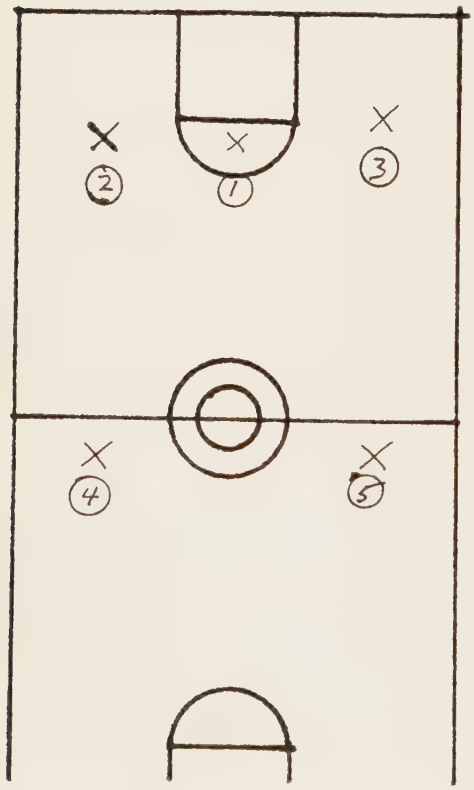
The zone press is becoming more and more popular each year. Coaches are finding the small gymnasium ideally suited to this type of defence.

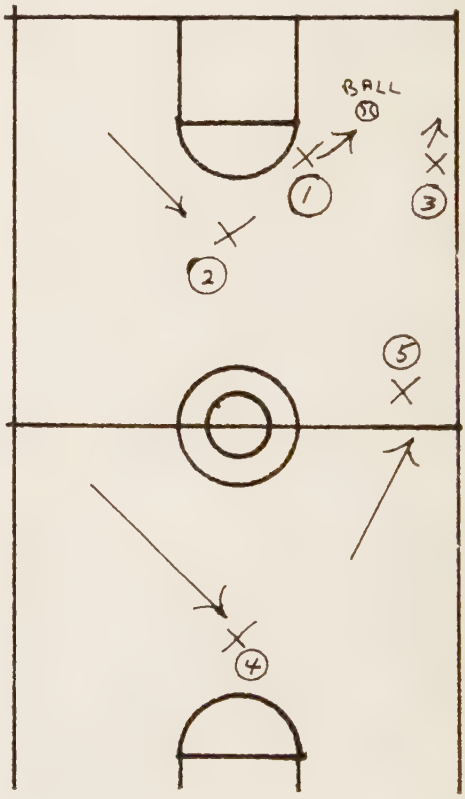
In high schools the zone press could be a valuable asset to your team. It is not necessary to use the press for the entire game. Using the press in certain situations such as after a foul shot or field goal can put great pressure on the offense.

Backcourt men who are inexperienced, poor ball handlers or poor passers, should be pressed as often as possible.

The basic idea behind an effective press is the double-team or "trap". By a double team we mean that two men are playing the ball at the same time. It is most important to cut off the sideline with one man and have the other man attempt to steal the ball or force the offensive man to throw a bad pass. All other players should be placed in positions that will make the next pass to be thrown as difficult as possible.

It is not possible to press effectively without speedy personnel. They must be alert, have quick hands and be able to anticipate where the next pass will be thrown. They must be aggressive and above all they must be in top physical condition. They must believe in the press and go out on the court with determination to make it work. They must realize that every double team will not result in gaining possession of the ball.





The zone press may be used on regular size courts but the area to be covered is much greater and normally it is not as effective as on a small court.

First step in the zone press is to have your players line up along your opponents foul line extended. Be careful not to let your men go in farther than the foul line.

Second step is to **allow** the first pass to come into the court from out of bounds without offering any resistance. No. 1 man plays the ball in such a manner as to force the man with the ball to go right or left. This is to force the ball to the side of the court where the double team is the most effective.

Third step is for No. 2 or No. 3 man to cut off the sideline if the ball comes to his side. If the ball goes either right or left No. 1 makes the double team with his teammate on that side of the floor. If the ball goes to No. 1's right No. 3 closes off the sideline, No. 1 makes the double team and No. 2 goes to the centre of the court looking for any pass in his zone. As the ball is being brought up the right side of the floor No. 5 moves up toward the ball looking for any pass thrown in his zone and No. 4 drops back toward the basket and acts as safety man and looks for any long passes that may be thrown.

Disadvantages of zone press

1. Places extra strain on your players.
2. Any error may prove fatal.
3. Because of the aggressive play many fouls may result.

Advantages of zone press

1. Forces opponents to speed up offense.
2. Inexperienced or poor ball handlers are forced into many errors.
3. Requires planned attack to break press.
4. Many interceptions result from double team forcing bad passes.

Rules for the Zone Press

1. Leave man with ball alone (out of bounds).
2. Back up until a man enters your zone and then close the gap.
3. Force dribbler to side of court.
4. Double team whenever possible.
5. Try to force a bad pass or cross court pass.
6. Keep press on right back to your key and then go into your regular zone.

* * *

RANDOM NOTES

The following is reprinted from 'TIDINGS', a newsletter of the Michigan Inter-agency Council for Recreation.

RANDOM NOTES. . . . Momentarily Recalled Across the Years, of a Boy's Once-Typical Fall Recreation Activities in an Average Michigan Community. A Plea in Behalf of Today's Youngsters.

. . . Pockets bulging with thornapples gathered from a hike to a secret pasture glen, and all the other kids begging for a taste at recess time. (Wonder if today's children ever saw a butcher bird pin a mouse to the thorns?)

. . . Planning the surprise attack with sling shot from a very safe distance on the hornets' nest under observation all summer.

. . . Keeping a careful check on the quantity of leaves floating on the river; there was a just-right time when the pike were most voracious.

. . . Exploring and prospecting for the best possibilities to gather hickory, hazel, and butter nuts, an excursion requiring a whole day. (There ought to have been more Saturdays in the fall!)

. . . Working on improvements to the hidden cave in the wooded hillside, caching foodstuffs, fuelwood, tools, and other accouterments necessary for the "rugged frontier life", and above all, hoping to prevent discovery by rival cave-seekers.

. . . Trying to stump the teacher by bringing butterflies, caterpillars, seeds, and birds' nests to her for identification. (Should have remembered the identification of the one nest she placed in water that surprised the would-be tormenters by the verdant terrarium it grew into.)

. . . Reporting to dad and other hunting neighbors included in the favored circle on the wild duck activity observed on the marsh ponds. (Not a word, however, about ambitious trapping plans.)

. . . Changing back from play clothes into school clothes to go to the library after supper, hoping there would be some new books about mystery or adventure.

. . . Walking on stilts and doing acrobatics, swinging from limbs of trees,

(*Continued on page* 33)

YOUNG ADULT CAMPING — A NEW APPROACH

By CHARLES A. GRIFFITH

Supervisor of Recreation, Physical Fitness Office,

Department of Education, Nova Scotia

Something new has been added to camping in Nova Scotia—or dependant on how you look at it—something new has been added to the Arts in Nova Scotia.

During a ten day period, using the excellent facilities of Camp Kadimah, situated on the shores of beautiful Lake William, 84 teen-aged boys and girls participated in a camping-education program that is probably unique in Canada. The camp, sponsored by the N.S. Federation of Home and School Assocations in co-operation with the Adult Education Division and Physical Fitness Office of the Department of Education, this year completed its fourth consecutive season. The basic objective of the camp is to encourage participants to widen their interests and skills in Drama, Music and Art and at the same time experience some of the inherent values present in a good camping program.

Campers are chosen on the basis of ability and interest in the arts and many attend on scholarships provided by local Home and School Associations and Community Groups.

Through the co-operation of the Department of Education, the willingness of many people from various Nova Scotia centres who are highly skilled in some phase of the Arts, teachers of physical education within the province who volunteer their time and talents to act as counsellors in the cabin groups, and the guiding hand of the Nova Scotia Home and School Association it has been possible to secure an extremely qualified and experienced administrative and instructional staff. During the ten day period a ratio of one trained adult to every three campers was maintained and without a doubt good leadership played a large part in the camp's success during 1960.

Since the main objective of the camp was to further individual growth in one phase of the Arts, the daily program was centered around the Interest Groups in either Instrumental Music and Choral, Art or Dramatics. Each individual spent a minimum of four hours daily receiving instructions in his or her particular interest. In addition to these daily sessions, each group planned and presented an evening program introducing the camp as a whole to the group's particular phase of the Arts.

Although this was an "Arts Camp", there was a keen awareness on the part of the staff and planning committee of the many other needs of the teenager, not the least of which is physical fitness combined with sports and recreational skills. On the first day of camp, the campers were given both the Kraus-Weber Test and a swimming test.

Readers may be interested in knowing that the results of the Kraus-Weber Tests showed a 14% failure. This gives some indication perhaps of the all-round type of youth which attended the Junior School of Arts.

The camp day began with an optional morning dip, followed by breakfast and cabin clean-up. Interest groups accounted for most of the morning time table with periods also set aside for keep fit classes and a general swim.

As in any camp, time was allotted after the mid-day meal for singing and, under the direction of a representative from the Music Department the total camp participated in a daily song-fest.

Instead of using well known camp-songs a booklet entitled "Nova Scotia Sings" was prepared in advance. The booklet contained folk songs of Nova Scotia and was a welcome change from "The Old MacDonalds" heard in many of the camps in this area.

In the afternoons a full program of Recreational Activities was available including instruction in swimming and water safety,

canoeing and boating, archery, tennis, dancing, games such as shuffleboard and deck tennis. The campers also had an opportunity of broadening their interests in the field of the Arts by registering in a second interest group which served as an introduction to an activity other than that of their main interest group.

Evening program included small group discussion on topics of concern to teenagers such as boy-girl relations, teenage driving, discrimination, vocational opportunities available for youth and current events. It was found that in the camp setting a relationship of trust and co-operation was soon established between campers and staff; and as a result, group discussion periods were on a very frank and productive level.

Special events including a Sunday night camp-fire program, a mid camp bus trip to surrounding points of interest that included an opportunity for fire-lighting and cook-outs. A closing night ceremonial rounded out the camp period.

This year's camp in the opinion of campers, staff and committee members come very close to the ideal of "providing a camping-instructional program that would both enrich the individual's aesthetic values, provide instruction in his or her chosen field of the Arts, and expose the individual to group living in a natural setting."

* * *

GRADUATE RESEARCH

(*Continued from page* 24)

15. Whittle, H. Douglas

Effects of elementary school physcial education upon some aspects of physical, motor and personality development of boys twelve years of age.

Doctor of Philosophy dissertation, University of Oregon, 1956. Microcarded.

16. Wilberg, Robert B.

Hand-eye coordination determined by the variability in visual and motor errors.

Master of Science thesis, University of Oregon, 1960. Microcarded.

17. Zeigler, Earle F.

History of professional preparation for physical education in the United States, 1861-1948.

Doctor of Philosophy dissertation, Yale University, 1950. Microcarded.

RANDOM NOTES

(*Continued from page* 31)

staging imaginary circuses. (Some of the girls were the best performers of all!)

. . . And there was anticipation and fun in countless other spontaneous activities, and all of them were at little or no expense to taxpayers.

Today the situation has changed drastically and must be faced with reality, which justifies some monies from public funds for recreation. Thornapples and hornets' nests are little known today, and if any pasture glens remain on farms within reasonable accessible distances, they are often kept out of reach by the barriers of numerous posted signs: No Trespassing.

Play space is extremely limited, and the horns of approaching, impatient automobiles constantly shoo youngsters off of paved streets. They are driven into the confines of their homes where there is no doing, no running and climbing, no digging, and no exploring and adventure. Too often there is only the TV to provide sitting only, seeing and listening, which at its best leaves much to be desired for the mental and physical enrichment of youth.

The changes between the activities and environment of those other years, compared to the possibilities of today under crowded conditions, make a strong case for more and expanded after-school recreation programs. The natural and abundant choices were different then because they could be made quite easily. Today public funds are necessary with which to provide substitutions for the caves, the branches of trees to swing from, and the space—above all, the space—to range over for discovery and adventure.

Leadership, facilities, equipment, and opportunities of real quality in increasing quantity should definitely be the priority items on order for today by city and school and other recreation officials. The play needs of girls and boys have not lessened; their needs are even more urgent today than way back when.

ARE CONVENTIONS WORTHWHILE?

Report on the Midwest District of the American Association for Health, Physical Education, and Recreation Convention at Cleveland, March 30-April 1, 1960

By J. W. ROGERS

Victoria Park Collegiate

Well, no doubt you have your own ideas about the answer and quite likely you are better qualified than the writer of this article, because he has just returned from his first convention. My answer? Keep reading!

HIGHLIGHTS OF THE PROGRAM

1. **School Visitations**—Cleveland's Shaw Senior High School boasts a new olympic type pool, gym, student centre and music centre. Across the street is an old inconspicuous building where the students attend their academic classes. This physical appearance of Shaw makes a visitor think that the educational program must be rather lopsided. My guide assured me that the academic standards were very high and the program well balanced. In a one hour visitation it is difficult to find the true case. The student centre is on a par with the Vic Union at the University of Toronto. There are two individual practice music rooms, each with a piano, a vending machine for reeds, a sound proof record making room, the best in instruments, acoustics etc. The gym and swimming pool could hardly be improved upon. They are comparable to those in Thames Hall at the University of Western Ontario. They were of course fully equipped even to the extent of a large 20' by 20' wrestling mat, valued at approximately $900. Besides all of this we were told of their football stadium which seats 10,000. The football coach's house was pointed out to us, just north of the Academic Building. Well, so much for facilities —so much, is right!

The appearance of the students was in sharp contrast to Canadian students. The girls all had to wear a blouse and skirt. The blouses were all the same, except for colour, but the skirts varied greatly. The boys were not allowed to wear jeans and fancy hair dos were strictly taboo. The clean, neat, well groomed and somewhat uniform appearance of all the students was the most impressive sight at Shaw in spite of the physical plant.

I hoped to see a class in progress, but my schedule did not permit it. Shaker Heights Junior High School was also another real showplace, about which I could go on at great lengths. It is interesting to note that each boy takes sixteen physical strength and ability tests to see how he compares with other boys his age. Some of these are —football pass, football kick, maze dribble, Sargent jump, grip test, broad jump, push ups, chinning test, 50—70 and 100 yard dashes etc. From these tests the boy is given a grade A B C or D along with a U or an S for unsatisfactory and satisfactory. For example DU—grade D, Unsatisfactory.

2. **Football Clinic**—The main speaker was Mr. Gene Slaughter, Ohio State University, Assistant Football Coach and previously football coach of Warren City High School. He thought that the coaches jobs turned out to be 80% public relations and 20% coaching. Some of his ideas were—

(a) Develop for the administration a philosophy booklet regarding Athletics,

(b) Put out a team newsletter containing rosters, players achievements in school, player information etc.,

(c) Personally visit each boy's home,

(d) Have a parent's tea,

(e) One of his training rules was "Go to Church",

(f) He made sure the public knew that the academic results of players was higher during season than during off season.

The typical Canadian coach's attitude to all this must be "Sure, that is great, but there are only 24 hours per day and we have classes, intramurals and food and sleep to get in there also." Mr. Slaughter also referred many times to his tackle

coach, end coach, centre coach and backfield coach.

His general philosophy regarding the game is obtained in these quotes:

(a) The easier your system of play the better are your results.

(b) When you get fancy you get beat.

(c) Multiple Offence? Phooey!

(d) Mastery of fundamentals is the key.

(e) Practice time? 50% Defence, 40% Offence, 10% Kicking Game.

(f) To players re- attitude "When you think you're green—you're ripe, When you think you're ripe—you're rotten!

3. **Health Education**—Mr. A. R. Thomas of Marion Steele High School displayed and discussed the values of health projects. His enthusiastic approach to this phase of our work and the results I saw and heard, certainly made one anxious to get home and try some of his ideas. One Project was called, Mr. Zeus, which consisted of a piece of plywood, cut in the shape of a man on which there were mounted various wires branching to all parts of the body. Attached there was also a metal pointer, and when placed on the wires of the foot a light went on in the brain area which signified the particular area which was touched.

I thought that the most worthy part of this program was the demonstration, talk, and film enlightening me on the 'Mouth to Mouth' and 'Mouth to Airway' methods of artificial resuscitation. The method is not as easy as it sounds, there is much to learn! Your best start is to acquire a film and some printed material, possibly through the Red Cross or from Johnson and Johnson Co., Baltimore, or from Globe Industries Inc., 125 Sunrise Place, Dayton 7, Ohio.

4. **Associated Functions**—Since there is not space to detail all the functions which I attended, the following is a short list to familiarize you with their nature.

1. **Research Symposium**—Four papers were presented which were of little or no value to me. I can see that it would serve a purpose if the correct topics were chosen. A research quarterly is going to be published for members next year. Perhaps then, the light will shine.
2. **Aquatics Demonstration**—The ornamental swimming was, if you pardon the expression, too deep for me! A diving expert taught the diving progression from beginner to advanced level. This was particularly well done and many teaching techniques were demonstrated.
3. **Health Museum**—It is an old building, but in its rooms are up to date facts, figures, diagrams and models which provide an easy means to understand the basic systems of the human body. One of the demonstrations provided for the many school children visiting, is 'Juno' the Talking, Transparent Woman. Each month the museum has a special feature, for example when I was there, the entire second floor was expertly displayed of startling facts about Arthritis and Rheumatism.
4. **Physical Fitness Symposium**—The point stressed here was that we must set an example! Personally I think that the 5BX or something similar, **used properly**, is just the thing.

FUTURE OF PHYSICAL EDUCATION?

Many speakers at various meetings reviewed our oft forgotten main aims and emphasized the strong need for our program. On numerous occasions I am sure everyone felt reassured, more secure, revitalized and generally happy because they became aware that many others shared their beliefs and felt the pressures of similar problems. It seems as though we are all in an obstacle race with our long range objectives as the finish tape, but instead of competing against each other (as some do) we should be helping each other clear the hurdles by observing and discussing the methods and techniques, especially of those who have been in the race for many years. It is a distance race, therefore determination and endurance are important, but most important is the recuperative power when one trips on a hurdle and almost loses his head. The analogy could be lengthened to possible boring extremes, but let this suffice here.

With this conception firmly planted in our minds, along with agreement of objectives, our future could be nothing but bright.

My first convention was worthwhile!

ACROSS CANADA

By: C. R. BLACKSTOCK

Executive Secretary

Mrs. Liselott Diem, Sporthochschule Koln has sent brief biographical notes of some of the teachers who will be attending the International Congress on Physical Education and Sports for Girls and Women, Washington, D.C., 1961.

If you are interested to have any of these teachers spend time at your summer school courses lecturing, demonstrating and teaching, the Executive Secretary will send you a list of the people and the short biographies.

You will understand that you assume responsibility for travel to and from your school and to the next, together with housing while with you. Naturally honoraria would be most welcome.

* * *

Mr. N. A. Beach, Executive Secretary of the Ontario Federation of School Athletic Associations will be attending the Annual Meeting of the A.A.U. of C. in Halifax, November 10, 11, 12. Mr. Beach has had a very active part in clarifying the Canadian Records for school track and field athletics in cooperation with the A.A.U. of C. records committee.

* * *

Visitors to Europe and the Olympic Games report they had good trips and that the meetings were especially good. Miss Jessie Ramsden and Miss Ella Sexton were among the Canadians at the Congress in Amsterdam. The "McMaster twins", Ivor Wynne and Jack Passmore attended the games and the International Physical Education meetings associated with each Olympiad.

* * *

Dr. Paul Hauch of London, Ontario, an official advisor to the Canadian Olympic team, took in the meetings on Physical Medicine and Sports Medicine.

* * *

Many physical education teachers were at the games either as participants such as George Stulac in the decathlon and basketball and George Shepherd in the 400 m. hurdles. Hal Brown of Toronto, the coach of the track and field team and John Faulkner, coach of the swimmers were "on staff"; recreation leaders there too were Jim Pullen, Recreation Director of Ontario Hydro, Gord Smith and Miss Margaret Houston, both of R.C.A.F. Recreation.

* * *

Gordon Armstrong, long-time Head of the Physical Education Department at Central Technical School, Toronto, has left for Europe for a two or three year tour as Principal of the Army Station High School.

* * *

Keep an eye open for reports of the Ontario Physical Fitness Study Committee. They have done an excellent job of examining all aspects of the problem. They are due, soon, to suggest a program of action to the Ontario Government to meet the needs.

* * *

Wes McVicar, National Secretary for Physical Education of the Canadian Y.M.C.A. was in Europe this summer. He attended the World Y.M.C.A. conference in Rome as well as the Olympic Games. Many of our members would welcome a report of the Y.M.C.A. Physical Education program around the world.

* * *

Jay Nash, one of the sages in our area of education has produced another fine monograph—Number VII—titled "Those Hands". You will find many useful ideas in this one, particularly if you are asked to do much speaking.

* * *

The Canadian Legion has indicated its pleasure for the CAHPER offer to cooperate with them. Mr. Ashton of the R.C.A.F., A.F.H.Q., Recreation Branch, was appointed to affect CAHPER Liaison with the Legion.

The Star Shooter program is primarily for areas where formal fitness programs do not exist. The Legion offers the volunteer

services of the members of its 2,000 branches spread across the country.

* * *

The Conference for National Cooperation in Aquatics will be held again this fall at Yale University, New Haven, Conn., November 16, 17, 18, 1960.

The Executive Secretary of CAHPER has registration forms which you can get if you are interested in attending.

Water safety as it relates to swimming, underwater diving, water skiing, small boats, all have places on the program as well as advanced and competitive swimming.

* * *

Why The American Children Are Physically Unfit

(*Continued from page* 28)

trend line for the test was considerably lower. The high I.Q. students are the taller and heavier ones, so the excuse that the American children fail Kraus-Weber because of their size is not valid. These findings are based on the test results of over 1,400 junior high school girls.

The students who had taken part in a play program in physical education classes for three years failed the Kraus-Weber test at a higher rate than the entering seventh grade students who had not had physical education. Without adequate exercise the girls become weaker and less flexible with age. This failure rate takes on greater significance when we consider the fact that many of the disinterested, over-aged, low I.Q. students, who fail the Kraus-Weber test most frequently have dropped out of school before reaching tenth grade. This play program *reduced* muscular fitness.

Formal Emphasis

Contrary to what the disciples of the play cult would have us believe, youngsters like formal gymnastics classes, especially when they understand the purposes and see the resultant improvement in themselves. Furthermore, they need the feeling of belonging. They like doing the same thing at the same time. Therefore, they prefer formal work because it is more democratic than permissive games in which the aggressive students frequently take over, causing the ones who need activity and acceptance most to receive the least. To produce self-controlled, responsible adults, the discipline of some formal work in the gymnasium is most desirable. Calisthenics help mold the personality as well as the body; however, a teacher who uses calisthenics for punishment as some do defeats his own purpose.

Summary

A person with a well-disciplined body possesses a freedom unknown to those whose bodies constantly limit movement, endurance, strength, ability, balance, well-being and achievement. Formal physical education is not regimentation—it is democracy in its best sense.

* * *

THE FOURTH INTERNATIONAL CONGRESS

The Fourth International Congress on Physical Education and Sports for Girls and Women will be held at Washington, D.C., August 6 to 12, 1961. It will be sponsored by the American Association for Health, Physical Education and Recreation and by the National Association for Physical Education of College Women.

The Association has held three previous congresses: in Copenhagen in 1945, when 235 persons from twenty-five countries attended; in Paris in 1953, attended by over 500 persons from thirty-five nations; and in London in 1957, limited to 420 persons, from sixty-five nations.

The congress is planned for the comparison of ideas on Physical Education for girls and women in respect to objectives, methods, programs, research, publications, and the exchange of teachers and students. Different areas of the Physical Education program, such as gymnastics, sports, athletics, recreation and dance, will be explored. There will be demonstrations, exhibits and films, a modern dance recital, and a display of water ballet.

(Information supplied by the Fitness and Recreation Consultant Services, Department of National Health and Welfare, Ottawa.)

SOME 16mm. FILMS FOR TEACHING ABOUT ALCOHOL

WHAT ABOUT DRINKING

10 Minutes, Black and White

A Raymond McCarthy Film.

(Young America Films—Now part of McGraw-Hill Text-Film Dept.) Presents discussion by teenagers in party setting without adults, in which young people themselves bring out various views on drinking. Views of parent, clergyman and doctor are also brought in through periodic shifts away from all-teen-age party setting. None of opinions expressed are labelled right or wrong, leaving subject open for audience discussion afterward. Another discussion-starter film for students and possibly parents.

WHAT ABOUT ALCOHOLISM

10 Minutes, Black and White

A Raymond McCarthy Film.

(Young America Films—Now part of McGraw-Hill Text-Film Dept.) Showing high school students who decide to investigate alcoholism in their community. They get information from a judge, from an industrial employment manager, and from parents with various views. Resulting information and opinions are then discussed in classroom. Those in film do not reach unanimous conclusions, leaving subject open for audience to carry on discussion afterward. Primarily a discussion-starter film for high school students, although parent-groups could also make use of it.

TO YOUR HEALTH

10 Minutes, Colour Animation

A World Health Organization Film. Technical Advisor: Dr. E. M. Jellinek.

Comprehensive, tightly packed presentation of practically all aspects of both normal and problem uses of beverage alcohol. Portrays a variety of typical extreme attitudes toward alcohol, then some typical social uses generally accepted in certain cultures. Contrasts these with abnormal and alcoholic uses. Graphically describes functioning of alcohol in body. Typical sequence of behaviours by an alcoholic is followed by short outline of modern treatment for alcoholism which can release alcoholic from compulsion to drink.

Suitable for all ages and interests, although concentration of so much material in short time makes it advisable for most audiences either to see it twice (before and after discussion) or only after introductory discussion.

For loan of prints contact Education Department, Alcoholism Research Foundation, 17 Prince Arthur Avenue, Toronto 5.

* * *

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BOOK REVIEWS

Title:
Kinesiology and Applied Anatomy

Authors:
Philip J. Rasch and Roger K. Burke

Publisher:
The Macmillan Company of Canada
70 Bond Street, Toronto 2
444 pages. $7.50.

This book as outlined by the authors is based upon a revision of Wilbur Pardon Bowen's, Applied Anatomy and Kinesiology, and includes marked advances in the basic source field works such as data electromyography and other electronic techniques, physical medicine and rehabilitation.

The book is designed to serve three broad areas of interest—athletics, physical education, physical medicine and rehabilitation. The contents serve the purpose well and this work should prove of great value and assistance to teachers, researchers, coaches and trainers.

The specific emphasis on the analysis of common activities of daily life work and sports provides a ready source of data for the corrective, physical, occupational and recreational therapist.

Clarity of text is supplemented by excellent drawings, diagrams and pictures.

A review of the chapters titles is important for they will readily indicate the nature, extent and value of the data contained—History of Kinesiology, The Framework and Joints of the Body, The Structure and Action of Striated Muscle, The Physiology of Muscular Contraction, Neural Control and Motor Learning, Mechanical Principles, Simple Mechanics, Centre of Gravity and Equilibrium, Chapters 9-16 inclusive cover the movements of the major joints of the body and the action of the muscle and muscle groups involved; Muscles of the Thorax and Respiration, Kinesiology of Posture, The Kinesiology of Walking, Running and Jumping, Kinesiological Principles of Sports and Games, Kinesology of Daily Living.

The Appendix includes 16 coloured plates, all taken from Gray's Anatomy—showing the origin and insertions of muscles in the major areas of the body.

Chapter 20—Kinesiological Principles in Sports and Games reveals in a clear and effective manner the practical application of teaching the individual to make the most effective use of his body machinery.

This book will provide an excellent source of data and reference for the physical education teacher, the coach, the trainer, the physiotherapist and indeed all interested in the general field of physical education.

Leslie A. Prince,
Assistant Professor of Physical Education,
McMaster University, Hamilton, Ontario.

Title:
Research Quarterly—Vol. 31, No. 2, Part II, May 1960. American Association of Health, Physical Education, and Recreation, 1201-16th St. N.W., Washington, D.C.

This supplement to the regular issue of the May, 1960 Research Quarterly, entitled "The Contributions of Physical Activity to Human Well-Being" is a special project undertaken by the Association's Research Council. It includes the following papers:

Foreword, Raymond A. Weiss.

Introduction, A. H. Steinhaus.

The Contributions of Physical Activity to Physical Health, F. V. Hein and A. J. Ryan.

The Contributions of Physical Activity to Social Development, C. C. Cowell.

The Contributions of Physical Activity to Psychological Development, M. Gladys Scott.

The Contributions of Physical Activity to Skill Learning, Dorothy R. Mohr.

The Contributions of Physical Activity to Growth, A. S. Espenschade.

The Contributions of Physical Activity to Rehabilitation, A. S. Abramson and E. F. Delagi.

Title:

The Physical Educator — May, 1960 — published by the Phi Epsilon Kappa Fraternity, is available through the University of Illinois, Urbana, Ill.

This issue contains a condensation of a symposium presented at the opening general session of the Western Society for Physical Education for College Women at Mount Hood, Oregon, November 5, 1959, which had as its theme "The Care and Treatment of the skilled; Do we Practice What we Know About Motor Learning?" This series of condensed papers and the bibliography, are of particular interest for physical education teachers and supervisors.

What Geography is to History, Aileene Lockhart; **The Nature of Motor Aibility**, Walden Robichaux; **Motor Learning of Low Skilled Students**, Marion R. Broer; **Motor Learning of High Skilled Students**, Joan Johnson; **Retention of Some Conditions of Learning**, Bonnie Purdy; **Further Conditions for Practice and Some Administrative Conditions**, Ann Stitt; **Implications and Justification**, Leona Holbrook.

(These two reviews submitted by the Fitness and Recreation Consultant Services, Department of National Health & Welfare)

Title:

Children and Fitness

It is clear that the child of elementary school age needs more space and time in his day for physical activity. While natural play facilities—fields, woods, vacant lots—are diminishing, a growing portion of his 24 hours is timed by the clock. And the schedule allows less and less time for activity.

The grave concern of educators with this fact of 20th century life reflects in *Children and Fitness*, a new publication based on the recommendations of a National Conference on Fitness of Children for Elementary School Age which was sponsored by the American Association for Health, Physical Education, and Recreation. The report stresses why the modern child needs programs in health, physical education, and recreation; the qualities of such programs; and how they can be achieved.

Specific recommendations are given on the administration, instruction, and evaluation of programs. The need for cooperation and improved communications among the individuals and groups responsible for the fitness of children is emphasized. A school-community planning group or council is recommended and a special plea is made for better interpretation of programs and purposes to the public.

Children and Fitness is a companion and sequel to *Youth and Fitness, A Program for Secondary Schools*, published last year by AAHPER.

(*Children and Fitness* may be obtained from AAHPER—NEA, 1201 Sixteenth Street, N.W., Washington 6, D.C. 58 p. $1.50. Discounts: 2-9 copies, 10 per cent; 10 or more copies, 20 per cent.)

* * *

DR. HANS SELYE'S STUDIES

Many of us have been reading with interest Dr. Hans Selye's reports of the studies he conducts to determine the nature and effects of "stress".

The October 3, 1960, issue of MacLean's Magazine has an article describing an experiment Dr. Selye is conducting on himself. It has to do with the conditioning, the physical conditioning of the body to better withstand stress and to so prepare and maintain the body to withstand and offset "stress".

The article is a question and answer type, with writer Ken Lefolii putting the questions to Dr. Selye. We suggest you read the article, study it and see where the ideas apply in our common effort to improve fitness through physical education and its attendant activities for all age levels.

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